DOCUMENT RESUME

ED 113 391 TM 004 894

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TITLE Minneapolis Secondary School Students' Attitudes Toward School by Achievement, Race, and Sex.

INSTITUTION Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

REPORT NO C-72-61
PUB DATE Apr 73
NOTE 53p.; For a related document, see ED 084 303

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS *Achievement; Comparative Analysis; Ethnic Groups; High School Students; Junior High School Students; Questionnaires; *Racial Differences; *School Attitudes; Secondary Education; *Secondary School Students; *Sex Differences; *Student Attitudes; Student Opinion; Test Results
IDENTIFIERS Minneapolis Public Schools; Minnesota (Minneapolis); Student Opinion Questionnaire

ABSTRACT

In May 1972 Minneapolis public school students in grades 7-12 were given the 93-item Student Opinion Questionnaire (SOQ), an inventory that measures student attitudes in several school-related areas. This report describes junior and senior high student responses by achievement in school, racial/ethnic background, and sex. Students who identified themselves as high academic achievers had substantially more positive attitudes toward many aspects of school than did students who saw themselves as low achievers. Black students at the junior high level expressed more favorable attitudes toward school than did white and Indian students. A greater percentage of blacks than whites and Indians said they liked school, that the curriculum was relevant, and that they were involved in decision making. At the senior high level these differences between racial-ethnic groups were not as pronounced. Senior high blacks were not as positive as junior high blacks, while senior high Indians were more positive than junior high Indians. Few substantial differences between females and males occurred. Males had less positive attitudes than did females on the items related to unfair punishment and racial attitudes. Females expreseed greater anxiety about speaking in front of the class, and tended to have more positive attitudes than males toward school in general and the presence of positive reinforcement. (Author/DEP)

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Minneapolis Secondary School Students' Attitudes Toward School by Achievement, Race, and Sex

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Ideas expressed in this report do not necessarily reflect the official position of the Minneapolis Public School Administration nor the Minneapolis School Board.

TM 004 894

C-72-61
April 1973

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Minneapolis Public Schools

Minneapolis Secondary School Students' Attitudes Toward School by Achievement, Race, and Sex

Summary

In May 1972 Minneapolis public school students in grades 7-12 were given the 93-item Student Opinion Questionnaire (SOQ), an inventory that measures student attitudes in several school-related areas: Liking of School, Interest in Learning, Unfair Punishment, Self-Concept as a Learner, Friendly Atmosphere, Involvement in Decision Making, Class Discussions, Positive Reinforcement, Curriculum Relevance, Fear of Asking Questions, Perception of Progress in Learning, Racial Attitudes, and Attitudes Toward Teachers. In a previous paper the results were reported by grade and by individual school. This report describes junior and senior high student responses by achievement in school, racial/ethnic background, and sex.

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Students who identified themselves as high academic achievers had substantially more positive attitudes toward many aspects of school than did students who saw themselves as low achievers. This below average group, which comprised about 5-6% of the respondents, expressed some very negative attitudes toward school. For example, at senior high, 72% of the excellent achievers, 69% of the above average achievers, 51% of the average achievers, and 26% of the below average achievers said they liked school.

See pp. 3-5

Black students at the junior high level expressed more favorable attitudes toward school than did white and Indian students. A greater percentage of Blacks than whites and Indians said they liked school, that the curriculum was relevant, and that they were involved in decision making. At the senior high level these differences between racial-ethnic groups were not as pronounced. Senior high Blacks were not as positive as junior high Blacks, while senior high Indians were more positive than junior high Indians.

See pp. 6-10

Few substantial differences between females and males occurred. Males had less positive attitudes than did females on the items related to unfair punishment and racial attitudes. Females expressed greater anxiety about speaking in front of the class, and tended to have more positive attitudes than males toward school in general and the presence of positive reinforcement.

See pp. 10-12

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Minneapolis Public Schools

Minneapolis Secondary School Students' Attitudes Toward School by Achievement, Race, and Sex

In May 1972 all secondary students attending the Minneapolis Public Schools were given the Student Opinion Questionnaire (SOQ), a 93-item inventory that measures student attitudes in several school-related areas. The following statistical factors, or clusters of items that measure the same attitudes, have been identified: Liking of School, Interest in Learning, Unfair Punishment, Self-Concept as a Learner, Friendly Atmosphere, Involvement in Decision Making, Class Discussions, Positive Reinforcement, Curriculum Relevance, Fear of Asking Questions, and Perception of Progress in Learning. The questionnaire also has two less clearly identified factors (X and Y), eight items related to racial attitudes, and ten items of individual interest.

In a previous report the results were reported by grade and by individual school.[1] The main purpose of that report was to provide the staffs at each school with information that would be useful for staff development and program planning.

This report describes junior and senior high student responses to the SOQ according to the students' sex, race, and perception of their achievement in school. The students were asked to indicate their sex, their race (white, Black, Indian, Spanish-surnamed, or other), and to mark one of five choices that best described the grades they usually received (excellent, above average, average, below average, and very low). Since very few students said their academic achievement was very low, the below average and very low achievement categories were combined to form the "below average" group used in this report. Although some students probably made inaccurate estimates of their achievement level, the sample of students was large enough to permit the assumption that the excellent group was higher than the average, and the average was higher than the below average.

Only students who indicated that they were white, Black, or Indian were

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[1] Johnson, Lary and Faunce, R. W. "Minneapolis Junior and Senior High School Students' Attitudes Toward School May 1972." Minneapolis Public Schools, November 1972.

included in the analysis by race. The number of students from other racial categories was so small that meaningful analyses could not be made.

Table 1 gives the numbers of students who indicated their sex, race, and achievement level. The numbers vary because all students did not answer all the identifying questions.

Table 1

Number of Students Who Indicated Sex, Race, and Achievement Level

	Junior High N	Senior High N
Sex		
Male	5,755	4,614
Female	5,650	4,826
	11,405	9,440
Race		
White	9,664	8,039
Black	850	446
Indian	183	95
	10,697	8,580
Achievement		
Excellent	1,136	1,051
Above Average	4,221	3,896
Average	5,131	3,902
Below Average	675	420
	11,063	9,269

The students who indicated their achievement and sex represent about 80-85% of the junior high and 70-75% of the senior high students enrolled in the Minneapolis Public Schools. A somewhat smaller percentage indicated their race. It is not possible to determine the percentage of Black and Indian student populations who indicated their race. Based on racial/ethnic sight count data collected by the Minneapolis Schools' Information Services Center in October 1971, about half of the Black students and less than half of the Indian students identified themselves by race. However, the number of students in each racial/ethnic group on the school rolls and attending

school at the time the questionnaire was administered (May 1972) was not shown.

The SOQ response format required the students to express their opinion about each of the 93 items by marking one of four choices: strongly agree, agree, disagree, and strongly disagree.

Responses by Achievement Level

A substantial direct relationship between achievement level and favorable school-related attitudes occurred on nearly all of the SOQ items. The excellent achievement group had more positive attitudes than the above average group, the above average group was more positive than the average group, and the average group was more positive than the below average group. Although the direction of the relationship is not surprising, the magnitude of the differences between achievement groups may be greater than many people would expect.

Student responses to representative items from several factors will be discussed in the narrative of this report. Responses to all items are given in Table 2 on page 18 for junior and senior high students. The numbers for each item indicate the percentage of students in each group who agreed with the item statement (sum of the percentages of strongly agree and agree responses).

Liking of School

The differences between achievement groups at both junior and senior high on general attitudes toward school were substantial. At senior high, 64% of the excellent group said schoolwork is interesting, compared with 54% of the above average group, 38% of the average group, and 19% of the below average group.

		Excellent	Above Average	Average	Below Average
Schoolwork is interesting	Jr. High	69%	61%	47%	33%
	Sr. High	64	54	38	19
I like school	Jr. High	75	66	49	30
	Sr. High	72	69	51	26

Interest in Learning

Although the lower achievement groups did not indicate favorable general attitudes toward school, they did express an interest in learning. Also, the differences between achievement groups were not as great on the interest-in-learning factor. For example, 78% of the junior high below average group said they enjoy learning new things, compared with 88% of the average, 94% of the above average, and 95% of the excellent groups.

		Excellent	Above Average	Average	Below Average
I enjoy learning new things	Jr. High	95%	94%	88%	78%
	Sr. High	97	97	93	80
I really don't care whether I learn anything or not	Jr. High	4	4	10	24
	Sr. High	5	4	10	26

Self-Concept as a Learner

Low achievers view themselves as unsuccessful students to whom learning does not come easy. Eighty-three percent of the below average group at junior and senior highs said they are not very good in school work, compared with about 45% of the average, about 10% of the above average, and 4% of the excellent groups.

		Excellent	Above Average	Average	Below Average
I am not very good in school work	Jr. High	4%	10%	47%	83%
	Sr. High	4	8	45	83
Learning things in school comes easy to me	Jr. High	89	73	38	20
	Sr. High	91	73	40	19

Involvement in Decision Making

Although about half of the students in each achievement group agreed that many times students, in general, are given a chance to decide what the class does, a much greater percentage of high achievers than low achievers said sometimes they, personally, help decide what their class does.

		Excellent	Above Average	Average	Below Average
Many times students are given a chance to decide what the class does	Jr. High	52%	51%	51%	44%
	Sr. High	45	48	50	44
Sometimes I help decide what our class does	Jr. High	59	48	37	30
	Sr. High	58	51	38	22

Curriculum Relevance

Substantial differences between achievement groups also occurred on the curriculum relevance factor. About 20-30% more high achievers than low achievers felt school work was relevant. A greater percentage of junior high than senior high students felt their school's curriculum was relevant.

		Excellent	Above Average	Average	Below Average
School doesn't teach the more important things in life	Jr. High	37%	43%	52%	65%
	Sr. High	51	54	63	82
Most school work will be useful to me when I get out of school	Jr. High	72	71	63	53
	Sr. High	51	50	47	33

Factor Y (Attitudes Toward Teachers)

Factor Y, which had not previously been labeled, appears to have something to do with student attitudes toward teachers. Students who indicated high achievement had more positive attitudes than did low achievers. Eighty-three percent of excellent achievers at junior high said they like most of their teachers, compared with 80% of the above average, 69% of the average, and 53% of the below average achievers.

		Excellent	Above Average	Average	Below Average
Most of my teachers seem to like me	Jr. High	89%	85%	69%	45%
	Sr. High	93	92	79	56
Teachers in this school do a poor job	Jr. High	16	18	29	38
	Sr. High	27	24	26	45
I like most of my teachers	Jr. High	83	80	69	53
	Sr. High	85	84	74	59

Racial Attitudes

Although there were differences among the four achievement groups on racial attitudes, the differences were not as great as on most items in other factors. The differences between achievement groups on racial attitudes were greater at senior high than junior high.

		Excellent	Above Average	Average	Below Average
I would like to have more friends of other races	Jr. High	73%	73%	70%	67%
	Sr. High	74	70	62	57
I consider getting to know students of other races as part of my education	Jr. High	61	59	59	53
	Sr. High	67	60	52	47
I think it is a good idea to have students of different races go to the same school	Jr. High	73	70	65	57
	Sr. High	84	76	66	58

Summary

Students who perceived themselves as high academic achievers had substantially more positive attitudes toward many aspects of school than did students who perceived themselves as low achievers. High achievers, those who indicated that their grades were excellent or above average, expressed favorable attitudes in most areas. About two-thirds of the high achievers said they like school, almost all said they enjoy learning new things, less than 10% said they are not very good in school work, more than 80% said they like most of their teachers, and three-fourths think it is a good idea to have students of different races go to the same school.

Students who described their grades as average or below average expressed less favorable attitudes, particularly on items regarding general liking of school, self-concept as a learner, curriculum relevance, and attitudes toward teachers. The below average group, which comprised about 5-6% of the respondents at both junior and senior high, expressed some very negative attitudes toward school.

Responses by Race

Some differences among Black, Indian, and white students occurred on most of the factors at both junior and senior high. Items representing the more substantial differences will be discussed in the narrative. Responses to all items by racial/ethnic group and by junior-senior high are given in Table 3 on page 24.

The reader should be aware that any comparisons between racial/ethnic groups, particularly between Black and white and between Indian and white, may be confounded by differences between the school environments of Black, Indian, and white students. Most of the Black and Indian respondents attended inner-city schools, while the large majority of white students in the sample attended predominantly white schools. Substantial differences between the school settings may exist. As examples, the instructional methods, curriculum, staff characteristics, and school rules within predominantly white schools may be quite different from the inner-city schools. These school differences may be responsible for an indeterminate portion of the differences that occurred among the racial/ethnic groups on the SOQ items.

Liking of School

At the junior high level, Black students expressed more favorable general attitudes toward school than did white and Indian students, while whites were more positive than Indians. At senior high, the differences among the three groups were not substantial. Compared with their corresponding racial/ethnic group at junior high, the senior high Blacks had less favorable attitudes, the senior high Indians were more favorable, and the whites had similar attitudes.

		White	Black	Indian
Schoolwork is interesting	Jr. High	53%	65%	47%
	Sr. High	46	54	49
I like school	Jr. High	56	62	47
	Sr. High	59	57	60
I don't like school work	Jr. High	56	35	58
	Sr. High	61	47	53

Interest in Learning

Although all three racial/ethnic groups indicated an interest in learning, Indian students were not as positive as Black and whites.

		White	Black	Indian
I enjoy learning new things	Jr. High	90%	94%	81%
	Sr. High	95	96	88
I don't care if I learn anything, I just want to pass	Jr. High	17	16	37
	Sr. High	17	17	25

Self-Concept as a Learner

There was little difference between Black and white students at both the junior and senior high levels on the self-concept items. However, junior high Indian students saw themselves as less successful students than did Blacks and whites and as having greater difficulty learning things in school. At senior high the differences were not as great.

		White	Black	Indian
I am not very good at school work	Jr. High	30%	29%	51%
	Sr. High	26	27	34
I see myself as a sucessfull student	Jr. High	72	76	61
	Sr. High	74	76	64
Learning things in school comes easy to me	Jr. High	55	57	41
	Sr. High	58	58	58

Perception of Progress in Learning

Associated with their low self-concepts as learners, junior high Indian students did not feel they are learning as much in school as did white and Black students. These differences did not occur in senior high.

		White	Black	Indian
I don't think I am learning much in school	Jr. High	27%	30%	44%
	Sr. High	38	39	40
I think I am learning a lot in school	Jr. High	63	67	53
	Sr. High	47	51	45

Involvement in Decision Making

At the junior high level a greater percentage of Blacks than whites and Indians indicated that students are given a chance to help make decisions in their classes and that they, personally, help make decisions. At senior high the differences were not as pronounced.

		White	Black	Indian
Many times students are given a chance to decide what the class does	Jr. High	49%	64%	55%
	Sr. High	47	58	56
I help to make decisions in my classes	Jr. High	45	51	35
	Sr. High	41	46	39

Fear of Asking Questions

Indian students at junior and senior high levels expressed a greater concern or anxiety about asking for help and participating in discussions than did white and Black students.

		White	Black	Indian
I have a difficult time speaking up in front of the class	Jr. High	52%	44%	58%
	Sr. High	51	42	67
I am usually afraid to ask questions	Jr. High	28	24	39
	Sr. High	29	23	35
I enjoy being in class discussions (class discussion factor)	Jr. High	63	67	46
	Sr. High	62	68	48

Positive Reinforcement

A greater percentage of Black and Indian than white students indicated they received praise for their work in both junior and senior high schools.

		White	Black	Indian
I am praised when I do good work	Jr. High	51%	64%	62%
	Sr. High	48	53	64
My teachers praise me when I complete my work	Jr. High	25	41	40
	Sr. High	21	31	36

Curriculum Relevance

More Black than white and Indian students, particularily at junior high, indicated that their education would be useful to them in the future.

		White	Black	Indian
I think I am learning a lot of things that will help me earn a living when I get older	Jr. High	65%	75%	60%
	Sr. High	50	59	58
Most school work will be useful to me when I get out of school	Jr. High	67	75	63
	Sr. High	47	65	59

Racial Attitudes

Among the three racial/ethnic groups studied, Indian students expressed the most positive racial attitudes, while white students were least positive.

		White	Black	Indian
I consider getting to know students of other races as part of my education	Jr. High	58%	65%	76%
	Sr. High	56	65	74
I wish there were more students of other races in this school	Jr. High	47	56	70
	Sr. High	43	56	63
I think it is a good idea to have students of different races go to the same school	Jr. High	65	78	82
	Sr. High	71	85	87

Race by Grade

Differences also occurred between each grade level within the three racial/ethnic groups. These grade level differences were most pronounced for Indian students. School-related attitudes of Indians tended to become less favorable from grade seven to eight to nine and more favorable from grade nine to ten to eleven to twelve. Four items from various factors illustrate these grade level differences for Indian students.

	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
I like school	55%	47%	36%	44%	66%	81%
I don't care if I learn anything or not, I just want to pass	36	29	46	34	26	5
I am not very good in school work	46	50	58	46	28	20
I am praised when I do good work	67	67	49	50	72	76

Responses by grade level within racial/ethnic groups for all 93 items can be found for the junior high in Table 5 on page 34 and the senior high in Table 6 on page 40.

Summary

Black students at the junior high level expressed more favorable attitudes toward school than did white and Indian students. A greater percentage of Blacks than whites and Indians said that they liked school, that the curriculum was relevant, and that they were involved in some decision making. At the senior high level these differences between racial/ethnic groups were not as pronounced. Senior high Blacks were not as positive as junior high Blacks, while senior high Indians were more positive than junior high Indians. Compared with white and Black students, Indians had poorer self-concepts as learners, expressed a greater anxiety about participating in class, but had more positive racial attitudes.

Responses by Sex

Male and female students at junior and senior high levels expressed similar attitudes on most of the factors of the SOQ. Little or no differences between males and females occurred on Interest in Learning, Self-Concept as a Learner, Friendly Atmosphere, Involvement in Decision Making, Class Discussions, Curriculum Relevance, Perception of Progress in Learning, and Attitudes Toward Teachers. Some differences occurred on Liking of School, Positive Reinforcement, and Fear of Asking Questions. Substantial differences occurred on Unfair Punishment and Racial Attitudes. Responses by sex to all items can be found in Table 4 on page 29 for junior and senior high students.

Liking of School

Although a greater percentage of females than males tended to have more favorable general attitudes toward school, the differences between the sexes were relatively small.

	Junior High		Senior High	
	Male	Female	Male	Female
Schoolwork is interesting	52%	55%	44%	49%
I like school	51	62	56	64
I think school is fun	43	53	45	52
I don't like school work	56	52	63	57

Positive Reinforcement

On most items related to reinforcement, males and females responded similarly. However, a greater percentage of males than females said they are always told about their bad work and not their good work.

	Junior High		Senior High	
	Male	Female	Male	Female
I am praised when I do good work	52%	51%	45%	51%
I am always told about my bad work and not my good work	50	38	40	27

Fear of Asking Questions

Females expressed a greater reluctance or anxiety than males about speaking up in class.

	Junior High		Senior High	
	Male	Female	Male	Female
I am afraid that my teacher will call on me	22%	33%	24%	31%
I have a difficult time speaking up in front of the class	48	54	47	54
I am usually afraid to ask questions	24	32	26	31

Unfair Punishment

A greater percentage of males than females felt that punishment within the school setting was not fair to them. For example, 47% of the junior high males, compared with 33% of the junior high females, indicated they have often been punished without cause. The same sex differences occurred at senior high, although substantially fewer senior than junior high students indicated that punishment in the school was unfair.

	Junior High		Senior High	
	Male	Female	Male	Female
I have often been punished here without cause	47%	33%	24%	17%
I have been punished in front of others in this school	51	39	34	26

Racial Attitudes

The greatest and most consistent sex differences occurred on the racial attitude items. Females at both junior and senior high had more positive racial attitudes than did the males. For example, 62% of the senior high males and 81% of the senior high females thought it was a good idea to have students of different races go to the same school.

	Junior High		Senior High	
	Male	Female	Male	Female
I would like to have more friends of other races	63%	79%	56%	76%
The presence of different races in the same school hinders learning	30	18	24	11
I consider getting to know students of other races as part of my education	53	66	47	66
I think it is a good idea to have students of different races go to the same school	58	76	62	81

Summary

Few substantial differences between sexes occurred on the Student Opinion Questionnaire. Males definitely had less positive attitudes than females on the racial items. Males also had less favorable attitudes on items related to fairness of punishment. Although differences were not great, females tended to have more positive attitudes than males toward school in general and about the amount of positive reinforcement received. Females expressed greater fear about speaking up in front of the class.

Discussion

The results presented in this report are based on about 80-85% of the junior high students and about 75% of the senior high students in the Minneapolis Public Schools. Twenty percent of the secondary school student population were not included because of absenteeism, invalid questionnaires, or incomplete surveying by individual schools. No information is available that would identify the composition of the nonrespondents. Probably the safest assumption is that those who did not respond are more negatively oreinted toward school than are the responding students. In other words, the results in this report are probably a maximum estimate of the favorableness of secondary school students' attitudes toward school.

The representativeness of the data for the Black and Indian students is particularly uncertain. The racial composition of the total student body is based on a sight count made in October 1971. It is estimated that half of the enrolled Black students and somewhat less than half of the enrolled Indian students completed the questionnaire and identified their race in May 1972. With these cautions in mind, the results provide some interesting material for discussion.

The emphasis on differences among various groups described in this report should not obscure basic similarities. Male and female students expressed generally similar attitudes toward school, as did Black, white, and Indian students in most instances. Fewer similarities existed between students who saw themselves as successful achievers and those who felt they were poor achievers.

High achievers had substantially more favorable attitudes toward school than did low achievers on nearly all aspects related to school. For example, about two-thirds to three-fourths of the students who saw themselves as excellent or above average achievers said they liked school. By contrast, two-thirds to three-fourths of the students who saw themselves as below average achievers did not like school, and students who saw themselves as average achievers were split about evenly between positive and negative attitudes toward school. The reader should keep in mind that 6% of questionnaire respondents identified themselves as below average achievers, 44% said they were average achievers, and 50% said they were either above

average or excellent achievers.

Curriculum relevance appears to be an area that deserves attention by the school administration. The results indicate that relevance is a problem at all academic achievement levels. Even the large majority of students who perceive themselves as successful do not view the curriculum as being relevant to their future lives. This problem increases with age. The curriculum seems more relevant to junior high students than it does to senior high students. In fact, half of the above average achievers and four-fifths of the below average achievers in senior high said school did not teach the more important things in life.

Perhaps if the curriculum were more relevant to the needs of the students, one would not find 46% of the average achievers and 83% of the below average achievers saying they are not very good in school work.

Student attitudes toward interest in learning and teacher quality appear to be more positive than their attitudes toward curriculum relevance. Seventy-eight to ninety-seven percent of the students at all achievement levels indicated they enjoy learning new things. The majority of the students, regardless of achievement level, liked most of their teachers, felt most of their teachers liked them, and did not think teachers do a poor job.

When comparing responses of students with different racial/ethnic backgrounds, the typical finding is one of less difference among the racial groups at the senior high level than at the junior high level. Do students who give the extreme responses to the Student Opinion Questionnaire drop out after junior high? Do characteristics present in the senior high schools have a leveling effect on attitude differences among races? These possibilities may help explain the reduced variation of response at the high school level.

In all differences between races, it must be kept in mind that the school settings attended by the majority of the Black and Indian students may be substantially different from the school settings attended by the white students, particularly at the junior high level. For example, a greater percentage of Black and Indian students than white students reported they received praise for their work. Possibly, teachers in schools attended

by the majority of the Black and Indian students have been imbued with the idea of positive reinforcement through the special training they have had for teaching in lower income schools. Perhaps teachers give more positive reinforcement to minority students than they do to white students, although this possibility has not been tested out by looking at racial group responses within individual schools.

A third possibility is based upon the concept of relative deprivation. Even though the treatment of Black, white, and Indian students may be the same within individual schools and the same between individual schools, it may be perceived differently by minority group students (within schools) or by students from educationally disadvantaged backgrounds regardless of race (between schools) because of the experiences they receive outside of school. Thus, a casual comment, or a "pat on the back" may be perceived as praise by a student who does not often receive such treatment, whereas another student from a more advantaged background may take less notice of such reinforcement.

The interpretation of other results should be approached with similar caution. More Black and Indian students than white students thought they were learning a lot of things that would be useful to them when they got out of school. This finding seems to contradict the argument that inner-city schools do not have curricula which is relevant to minority groups. However, again, are there differences between minority-group and white students within the same school? Are their differences between schools in more and less advantaged neighborhoods? Do minority-group students have different expectations of curriculum relevance than white students? Do educationally disadvantaged students, regardless of race, have lower expectations of curriculum relevance than more advantaged students?

Relatively few Indian students continue their education through high school. For that reason, the finding that less than half of the Indian students report enjoying class discussions is particularly notable. More than one-third of the Indian students at the senior high level reported being afraid to ask questions (compared with 23% for Blacks and 29% for whites). More than two out of three Indians at the high school level

report that they have a difficult time speaking up in front of the class. These results suggest that Indian students, even at the high school level, may have a difficult time achieving academic success because of a continuing conflict between their cultural values and the value of the classroom regarding asking questions and speaking out.

Students of all three racial backgrounds favored having a mixture of races attending the same school. The majority of students from all three racial groups felt that getting to know students of other races was part of their education. They see racial mixture as part of their education. Perhaps it is surprising that Indian students more than the other two groups were in favor of racial integration. Although Indians are an even smaller minority than Blacks in Minneapolis schools, it was the Indian students who felt, more than the others, that more students of other races in their school would be beneficial. Almost nine out of ten Indian students at the senior high school level thought it was a good idea to have students of different races going to the same school; about seven out of ten white students agreed with this statement.

Proponents for separate schools for racial minorities will find little support in attitudes of Black and Indian students in the Minneapolis Public Schools. It may be argued, of course, that the students attending public schools represent a biased sample of the minorities. Those students who feel that they should attend racially or ethnically separated schools may already have dropped out or left to attend such schools that exist.

Table 2
SOQ Item Percentages by Student's Perceived Achievement Level and by Junior-Senior High

Factor and Items	Junior High				Senior High			
	Excellent N=1136	Above Average N=4221	Average N=5131	Below Average N=675	Excellent N=1051	Above Average N=3896	Average N=3902	Below Average N=420
Factor: Liking of School								
Schoolwork is interesting	69%	61%	47%	33%	64%	54%	38%	19%
I don't like my classes	18	22	36	55	22	24	35	58
I like school	75	66	49	30	72	69	51	26
I hate school	18	22	39	59	16	17	34	61
I find my teachers to be fun and exciting	46	38	35	26	37	34	32	23
I like most of my teachers	83	80	69	53	85	84	74	59
My classes are boring	41	47	64	71	50	54	65	78
I think school is fun	67	55	43	28	58	55	42	23
I don't like school work	38	47	60	72	46	55	66	81
I like my classes	73	65	48	33	71	66	50	29
I don't look forward to going to school	35	43	53	63	38	41	54	74
Factor: Interest in Learning								
I really don't care whether I learn anything or not	4	4	10	24	5	4	10	26
I do not like to stay out of school	63	53	44	33	58	53	40	25
I enjoy learning new things	95	94	88	78	97	97	93	80
I don't care if I learn anything, I just want to pass	9	9	23	43	6	8	25	54
When I graduate or leave this school I want to continue my education	94	90	77	62	92	85	61	36
I would like to quit school	8	9	21	40	8	8	19	46

Table 2
SOQ by Achievement (continued)

Factor and Items	Junior High				Senior High			
	Excellent	Above Average	Average	Below Average	Excellent	Above Average	Average	Below Average
Factor: Unfair Punishment								
I have often been punished here without cause	23%	33%	45%	56%	12%	16%	26%	40%
Sometimes I am blamed for someone else's activities	57	65	74	78	31	40	49	60
I have been punished in front of others in this school	34	42	49	61	22	27	33	47
I am only punished when I deserve it	63	57	50	41	73	69	61	48
The teachers here never yell at me	31	24	18	15	36	49	33	29
The teachers are always suspicious of me	17	26	43	60	12	16	30	56
Factor: Self-Concept as a Learner								
I am not very good in school work	4	10	47	83	4	8	45	83
I have the ability to learn most things	94	96	86	68	97	97	87	74
I see myself as a successful student	95	88	60	22	95	88	59	16
Learning things in school comes easy to me	89	73	38	20	91	73	40	19
There are a lot of things I don't understand no matter how hard I study	35	56	75	79	30	54	74	81
Factor: Friendly Atmosphere								
I have some good friends here in school	96	96	94	90	93	96	93	86
A lot of students here are stuck up	64	64	68	66	54	62	65	73
Students here are not willing to help me	21	23	28	37	18	18	25	35
People in this school try to make me feel important	37	32	29	24	31	25	22	17
Most students in this school are friendly	80	77	74	68	77	78	74	66
Factor: Involvement in Decision Making								
My teacher never asks me to help plan what our class does	47	53	60	62	48	57	61	66

Table 2
SOQ by Achievement (continued)

Factor and Items	Junior High				Senior High			
	Excellent	Above Average	Average	Below Average	Excellent	Above Average	Average	Below Average
I help to make decisions in my classes	63%	53%	38%	24%	56%	48%	33%	19%
Many times students are given a chance to decide what the class does	52	51	51	44	45	48	50	44
Sometimes I help decide what our class does	59	48	37	30	58	51	38	22
I am never involved in making decisions about my school or class	29	37	49	61	31	39	51	67
Factor: Class Discussions								
I enjoy being in class discussions	78	69	57	46	81	69	53	39
The lectures and class discussions by my teachers are clear and worthwhile	61	54	46	35	55	47	40	29
I don't understand my class discussions	8	13	27	46	6	11	25	44
I don't find class discussions fun or exciting	32	41	53	62	31	40	50	67
Factor: Positive Reinforcement								
I am praised when I do good work	62	52	52	46	65	52	41	38
I do a lot of good work that goes unnoticed	40	47	53	48	37	43	45	47
I am rarely told when I do good work	36	52	62	64	33	45	58	66
My teachers praise me when I complete my work	33	24	26	30	29	21	20	22
I am always told about my bad work and not my good work	26	36	52	64	19	26	42	61
Factor: Curriculum Relevance								
School doesn't teach the more important things in life	37	43	52	65	51	54	63	82
This school teaches me the things I want to learn	56	49	38	30	51	46	35	18

Table 2
SOQ by Achievement (continued)

Factor and Items	Junior High				Senior High			
	Excellent	Above Average	Average	Below Average	Excellent	Above Average	Average	Below Average
I think I am learning a lot of things that will help me earn a living when I get older	70%	69%	63%	48%	53%	54%	50%	30%
My school activities don't help me in anything that I do outside of school	21	28	40	56	26	31	43	64
Most school work will be useful to me when I get out of school	72	71	63	53	51	50	47	33
Factor: Fear of Asking Questions								
I am afraid that my teacher will call on me	13	23	35	46	14	22	35	49
I have a difficult time speaking up in front of the class	33	45	59	65	30	44	60	71
I am not afraid to ask for help when I need it	81	76	70	61	81	75	69	55
I am usually afraid to ask questions	15	22	34	42	14	21	36	48
I go to teachers for help when I need it	81	74	67	52	78	68	60	41
Factor: Perception of Progress in Learning								
I think I learned more this year than in previous years	72	67	60	47	54	52	45	32
I don't think I am learning much in school	17	18	33	59	30	30	45	71
I think I learned less this year than I did in previous years	20	23	31	48	30	33	41	62
I think I am learning a lot in school	78	72	55	34	62	57	41	18
Factor: Racial Items								
I would like to have more friends of other races	73	73	70	67	74	70	62	57
The presence of different races in the same school hinders learning	18	20	27	33	12	14	21	26

Table 2
SOQ by Achievement (continued)

Factor and Items	Junior High				Senior High			
	Excellent	Above Average	Average	Below Average	Excellent	Above Average	Average	Below Average
I have some friends of other races in this school	70%	72%	72%	64%	63%	76%	65%	60%
It is difficult to make friends with students of other races	32	31	36	41	40	38	38	42
I consider getting to know students of other races as part of my education	61	59	59	53	67	60	52	47
I wish there were more students of other races in this school	50	50	47	45	55	48	41	36
I am afraid of students of other races	16	16	18	23	11	11	12	14
I think it is a good idea to have students of different races go to the same school	73	70	65	57	84	76	66	58
Factor Y (Tentative)								
I think my teachers understand me	66	61	48	31	64	56	44	26
Most of my teachers seem to like me	89	85	69	45	93	92	79	56
Most of my teachers are excellent	62	51	43	38	46	43	40	35
I find my teachers to be fun and exciting	46	38	35	26	37	34	32	23
I am proud to be a student in this school	74	69	58	42	72	75	68	47
I can get help from most teachers	86	87	78	65	87	87	79	63
I like most of my teachers	83	80	69	53	85	84	74	59
Teachers in this school do a poor job	16	18	29	38	27	24	26	45
My teachers really know how to teach	67	60	51	44	51	48	44	37
Most of my teachers are not considerate of how students feel	38	46	54	67	29	38	51	60
If students don't learn here, it is not the fault of the teachers	64	63	59	55	48	50	53	50
Teachers at this school really seem to enjoy teaching	68	62	58	53	63	62	60	50

Table 2
SOQ by Achievement (continued)

Factor and Items	Junior High				Senior High			
	Excellent	Above Average	Average	Below Average	Excellent	Above Average	Average	Below Average
Factor X (Tentative)								
I am not encouraged to look at both sides of the question in this school	32%	38%	46%	55%	29%	32%	42%	52%
My teachers don't treat me like a human being	15	16	25	37	11	15	18	28
My teachers don't encourage me to try things on my own	24	25	36	47	28	29	34	45
This school does not give me a chance to develop my skills and talents	29	32	41	54	36	33	41	56
Nobody is really interested in my opinions about how this school should be run	45	49	57	68	43	47	53	63
Other Items								
People in this school don't appreciate my efforts	26	29	38	46	31	31	38	48
I am encouraged to say what I really think in our class discussion	66	62	53	45	71	64	56	42
This school provides help when I need it	68	63	56	46	59	57	50	36
I am encouraged to think for myself in this school	79	78	73	64	69	72	73	60
I think school is a pretty lonely place	17	21	34	49	21	21	32	44
This school is helpful for students who are not going to college	63	55	53	48	66	64	60	53
My teachers encourage me to act on things I believe in	57	51	43	36	53	50	43	35
I enjoy learning new things	95	94	88	78	97	97	93	80
In at least one class I really learned something this year	96	95	91	82	95	95	90	81
My teachers encourage me to stick up for my own beliefs even if they disagree with me	57	53	51	42	61	57	50	42

Table 3
SOQ Item Percentages by Race
and By Junior-Senior High

Factor and Items	Junior High			Senior High		
	White N=9664	Black N=850	Indian N=183	White N=8039	Black N=446	Indian N=95
Factor: Liking of School						
Schoolwork is interesting	53%	65%	47%	46%	54%	49%
I don't like my classes	29	31	36	30	33	37
I like school	56	62	47	59	57	60
I hate school	32	31	44	26	29	28
I find my teachers to be fun and exciting	37	51	38	32	39	49
I like most of my teachers	74	71	71	79	73	75
My classes are boring	55	51	56	60	57	53
I think school is fun	48	56	41	49	48	48
I don't like school work	56	35	58	61	47	53
I like my classes	56	57	47	58	55	60
I don't look forward to going to school	48	26	44	49	33	35
Factor: Interest in Learning						
I really don't care whether I learn anything or not	8	9	18	7	9	18
I do not like to stay out of school	48	56	42	48	54	56
I enjoy learning new things	90	94	81	95	96	88
I don't care if I learn anything, I just want to pass	17	16	37	17	17	25
When I graduate or leave this school, I want to continue my education	83	87	71	73	78	62
I would like to quit school	16	15	27	14	16	17
Factor: Unfair Punishment						
I have often been punished here without cause	38	46	44	21	30	25
Sometimes I am blamed for someone else's activities	69	71	70	44	46	39
I have been punished in front of others in this school	47	34	46	30	21	20
I am only punished when I deserve it	54	52	57	66	55	70
The teachers here never yell at me	21	25	24	36	49	48
The teachers are always suspicious of me	34	44	46	23	32	22

Table 3 (continued) Race by Junior-Senior High

Factor and Items	Junior High			Senior High		
	White	Black	Indian	White	Black	Indian
Factor: Self Concept as a Learner						
I am not very good in school work	30%	29%	51%	26%	27%	34%
I have the ability to learn most things	90	89	83	92	89	91
I see myself as a successful student	72	76	61	74	76	64
Learning things in school comes easy to me	55	57	41	58	58	58
There are a lot of things I don't understand no matter how hard I study	63	69	72	61	63	58
Factor: Friendly Atmosphere						
I have some good friends here in school	95	92	92	95	85	88
A lot of students here are stuck up	66	69	61	63	67	64
Students here are not willing to help me	26	30	34	21	30	16
People in this school try to make me feel important	30	38	37	23	27	32
Most students in this school are friendly	76	74	68	75	70	79
Factor: Involvement in Decision Making						
My teacher never asks me to help plan what our class does	56	49	51	59	50	46
I help to make decisions in my classes	45	51	35	41	46	39
Many times students are given a chance to decide what the class does	49	64	55	47	58	56
Sometimes I help decide what our class does	42	52	40	44	47	46
I am never involved in making decisions about my school or class	44	39	46	43	40	48
Factor: Class Discussions						
I enjoy being in class discussions	63	67	46	62	68	48
The lectures and class discussions by my teachers are clear and worthwhile	50	55	54	44	49	52
I don't understand my class discussions	21	24	31	18	19	28
I don't find class discussions fun or exciting	47	48	54	45	40	47

Table 3 (continued) Race by Junior-Senior High

Factor and Items	Junior High			Senior High		
	White	Black	Indian	White	Black	Indian
Factor: Positive Reinforcement						
I am praised when I do good work	51%	64%	62%	48%	53%	64%
I do a lot of good work that goes unnoticed	49	54	51	43	45	40
I am rarely told when I do good work	54	59	64	50	51	49
My teachers praise me when I complete my work	25	41	40	21	31	36
I am always told about my bad work and not my good work	48	44	47	33	40	25
Factor: Curriculum Relevance						
School doesn't teach the more important things in life	47	51	49	57	62	60
This school teaches me the things I want to learn	44	45	40	40	40	39
I think I am learning a lot of things that will help me earn a living when I get older	65	75	60	50	59	58
My school activities don't help me in anything that I do outside of school	34	41	52	37	39	47
Most school work will be useful to me when I get out of school	67	75	63	47	65	59
Factor: Fear of Asking Questions						
I am afraid that my teacher will call on me	29	25	32	28	24	31
I have a difficult time speaking up in front of the class	52	44	58	51	42	67
I am not afraid to ask for help when I need it	72	80	73	72	79	77
I am usually afraid to ask questions	28	24	39	29	23	35
I go to teachers for help when I need it	70	80	60	64	74	67
Factor: Perception of Progress in Learning						
I think I learned more this year than previous years	63	64	59	48	48	51
I don't think I am learning much in school	27	30	44	38	39	40
I think I learned less this year than I did in previous years	24	32	34	37	42	39
I think I am learning a lot in school	63	67	53	47	51	45

Table 3 (continued) Race by Junior-Senior High

Factor and Items	Junior High			Senior High		
	White	Black	Indian	White	Black	Indian
Factor: Racial Items						
I would like to have more friends of other races	72%	61%	82%	66%	63%	74%
The presence of different races in the same school hinders learning	24	29	28	17	16	16
I have some friends of other races in this school	69	85	87	63	83	76
It is difficult to make friends with students of other races	36	29	29	40	23	23
I consider getting to know students of other races as part of my education	58	65	76	56	65	74
I wish there were more students of other races in this school	47	56	70	43	56	63
I am afraid of students of other races	19	7	13	12	7	6
I think it is a good idea to have students of different races go to the same school	65	78	82	71	85	87
Factor Y (Tentative)						
I think my teachers understand me	54	55	51	51	44	59
Most of my teachers seem to like me	75	74	69	86	81	83
Most of my teachers are excellent	50	48	44	41	38	60
I find my teachers to be fun and exciting	37	51	38	32	39	49
I am proud to be a student in this school	63	59	61	71	62	77
I can get help from most teachers	82	79	68	82	80	77
I like most of my teachers	74	71	71	79	73	75
Teachers in this school do a poor job	23	31	36	27	32	27
My teachers really know how to teach	55	55	50	47	43	49
Most of my teachers are not considerate of how students feel	50	52	65	43	50	44
If students don't learn here, it is not the fault of the teachers	61	63	65	51	52	57
Teachers at this school really seem to enjoy teaching	59	65	59	60	58	63

Table 3 (continued) Race by Junior-Senior High

Factor and Items	Junior High			Senior High		
	White	Black	Indian	White	Black	Indian
Factor X (Tentative)						
I am not encouraged to look at both sides of the question in this school	43%	47%	56%	37%	43%	39%
My teachers don't treat me like a human being	21	21	21	14	16	11
My teachers don't encourage me to try things on my own	32	32	44	32	30	22
This school does not give me a chance to develop my skills and talents	35	41	38	33	40	49
Nobody is really interested in my opinions about how this school should be run	54	50	54	50	49	44
Other Items						
People in this school don't appreciate me	33	38	39	35	36	27
I am encouraged to say what I really think in our class discussion	57	64	49	60	66	60
This school provides help when I need it	59	57	54	53	53	61
I am encouraged to think for myself in this school	75	78	71	71	82	74
I think school is a pretty lonely place	27	33	38	26	37	35
This school is helpful for students who are not going to college	56	50	51	62	57	62
My teachers encourage me to act on things I believe in	46	52	45	47	51	50
I enjoy learning new things	90	94	81	95	96	88
In at least one class I really learned something this year	93	89	90	92	89	89
My teachers encourage me to stick up for my own beliefs even if they disagree with me	57	57	55	54	54	61

Table 4
SOQ Item Percentages by Sex
and By Junior-Senior High

Factor and Items	Junior High			Senior High		
	Male N=5755	Female N=5650	Total N=11405	Male N=4614	Female N=4826	Total N=9438
Factor: Liking of School						
Schoolwork is interesting	52%	55%	53%	44%	49%	47%
I don't like my classes	32	27	30	31	29	30
I like school	51	62	57	56	64	60
I hate school	36	28	32	28	24	26
I find my teachers to be fun and exciting	36	40	38	32	34	33
I like most of my teachers	72	75	73	77	80	79
My classes are boring	55	54	55	61	60	60
I think school is fun	43	53	48	45	52	49
I don't like school work	56	52	54	63	57	60
I like my classes	53	55	54	56	61	59
I don't look forward to going to school	50	50	50	51	45	48
Factor: Interest in Learning						
I really don't care whether I learn anything or not	9	7	8	9	6	7
I do not like to stay out of school	46	51	49	47	47	47
I enjoy learning new things	89	89	89	93	96	95
I don't care if I learn anything, I just want to pass	20	16	18	20	13	16
When I graduate or leave this school, I want to continue my education	83	82	83	76	72	74
I would like to quit school	19	14	17	16	13	14
Factor: Unfair Punishment						
I have often been punished here without cause	47	33	40	24	17	21
Sometimes I am blamed for someone else's activities	75	62	69	50	38	44
I have been punished in front of others in this school	51	39	45	34	26	30
I am only punished when I deserve it	49	57	53	61	69	65
The teachers are always suspicious of me	41	29	35	30	17	23

Table 4
Sex by Junior-Senior High

Factor and Items	Junior High			Senior High		
	Male N=5755	Female N=5650	Total N=11405	Male N=4614	Female N=4826	Total N=9438
Factor: Self-Concept as a Learner						
I am not very good in school work	32%	30%	31%	30%	23%	27%
I have the ability to learn most things	89	90	89	91	93	92
I see myself as a successful student	73	70	72	73	73	73
Learning things in school comes easy to me	55	55	55	57	60	59
There are a lot of things I don't understand no matter how hard I study	61	67	64	59	62	61
Factor: Friendly Atmosphere						
I have some good friends here in school	94	96	95	93	94	94
A lot of students here are stuck up	68	64	66	61	65	63
Students here are not willing to help me	32	22	37	24	19	21
People in this school try to make me feel important	29	36	32	23	24	24
Most students in this school are friendly	72	79	75	78	72	75
Factor: Involvement in Decision Making						
My teacher never asks me to help plan what our class does	56	54	55	59	57	58
I help to make decisions in my classes	44	47	45	40	43	42
Many times students are given a chance to decide what the class does	50	50	50	47	49	48
Sometimes I help decide what our class does	42	43	42	44	46	45
I am never involved in making decisions about my school or class	45	42	44	47	41	44
Factor: Class Discussions						
I enjoy being in class discussions	63	63	63	62	63	63
The lectures and class discussions by my teachers are clear and worthwhile	52	47	50	47	42	44
I don't understand my class discussions	21	20	21	19	17	18
I don't find class discussions fun or exciting	48	46	47	46	42	44

Table 4
Sex by Junior-Senior High

Factor and Items	Junior High			Senior High		
	Male N=5755	Female N=5650	Total N=11405	Male N=4614	Female N=4826	Total N=9438
Factor: Positive Reinforcement						
I am praised when I do good work	52%	51%	52%	45%	51%	48%
I do a lot of good work that goes unnoticed	51	46	49	46	41	43
I am rarely told when I do good work	55	55	55	54	47	49
My teachers praise me when I complete my work	28	25	27	22	21	21
I am always told about my bad work and not my good work	50	38	44	40	27	34
Factor: Curriculum Relevance						
School doesn't teach the more important things in life	49	46	48	60	57	58
This school teaches me the things I want to learn	43	43	43	40	41	41
I think I am learning a lot of things that will help me earn a living when I get older	67	63	65	53	49	51
My school activities don't help me in anything that I do outside of school	36	34	35	35	37	36
Most school work will be useful to me when I get out of school	67	68	67	48	49	49
Factor: Fear of Asking Questions						
I am afraid that my teacher will call on me	22	33	28	24	31	28
I have a difficult time speaking up in front of the class	48	54	51	47	54	51
I am not afraid to ask for help when I need it	74	72	73	73	73	73
I am usually afaid to ask questions	24	32	28	26	31	29
I go to teachers for help when I need it	70	66	68	64	65	65
Factor: Perception of Progress in Learning						
I think I learned more this year than in previous years	65	62	64	49	48	48
I don't think I am learning much in school	27	34	30	38	38	38
I think I learned less this year than I did in previous years	28	28	28	39	36	37

Table 4
Sex by Junior-Senior High

Factor and Items	Junior High			Senior High		
	Male N=5755	Female N=5650	Total N=11405	Male N=4614	Female N=4826	Total N=9438
I think I am learning a lot in school	62%	62%	62%	50%	52%	51%
Factor: Racial Items						
I would like to have more friends of other races	63	79	71	56	76	66
The presence of different races in the same school hinders learning	30	18	24	24	11	17
I have some friends of other races in this school	67	77	72	62	69	66
It is difficult to make friends with students of other races	41	29	35	45	32	38
I consider getting to know students of other races as part of my education	53	66	60	47	66	57
I wish there were more students of other races in this school	40	58	49	35	54	45
I am afraid of students of other races	19	16	18	11	12	12
I think it is a good idea to have students of different races go to the same school	58	76	65	62	81	72
Factor Y (Tentative)						
I think my teachers understand me	55	52	54	51	50	50
Most of my teachers seem to like me	73	76	74	83	83	83
Most of my teachers are excellent	48	47	48	43	39	41
I find my teachers to be fun and exciting	36	40	38	32	34	33
I am proud to be a student in this school	61	64	62	70	72	71
I can get help from most teachers	81	82	81	82	83	83
I like most of my teachers	72	75	73	77	80	79
Teachers in this school do a poor job	26	22	24	28	28	28
My teachers really know how to teach	56	54	55	47	44	45
Most of my teachers are not considerate of how students feel	52	50	51	46	40	43
If students don't learn here, it is not the fault of the teachers	61	62	61	54	48	51
Teachers at this school really seem to enjoy teaching	60	60	60	63	58	60

Table 4
Sex by Junior-Senior High

Factor and Items	Junior High			Senior High		
	Male N=5755	Female N=5650	Total N=11405	Male N=4614	Female N=4826	Total N=9438
Factor X (Tentative)						
I am not encouraged to look at both sides of the question in this school	44%	40%	42%	40%	31%	35%
My teachers don't treat me like a human being	24	18	21	17	13	15
My teachers don't encourage me to try things on my own	34	29	32	34	29	31
This school does not give me a chance to develop my skills and talents	39	36	38	41	37	39
Nobody is really interested in my opinions about how this school should be run	58	50	54	54	45	49
Other Items						
People in this school don't appreciate my efforts	36	31	34	36	33	34
I am encouraged to say what I really think in our class discussion	56	58	57	60	61	61
This school provides help when I need it	59	59	59	52	54	53
I am encouraged to think for myself in this school	75	75	75	72	70	71
I think school is a pretty lonely place	31	25	28	28	25	26
This school is helpful for students who are not going to college	55	56	55	62	61	61
My teachers encourage me to act on things I believe in	46	48	47	44	51	48
I enjoy learning new things	89	91	90	93	96	95
In at least one class I really learned something this year	91	95	93	90	94	92
My teachers encourage me to stick up for my own beliefs even if they disagree with me	51	52	51	52	55	54

Table 5
SOQ Item Percentages by Race and Junior High Grade

Factors and Items	Grade 7			Grade 8			Grade 9			Total		
	Wht 3269	Blk 307	Ind 83	Wht 3143	Blk 285	Ind 45	Wht 3252	Blk 258	Ind 55	Wht 9664	Blk 850	Ind 183
Factor: Liking of School												
Schoolwork is interesting	60	66	53	49	65	48	50	63	38	53	65	47
I don't like my classes	22	29	33	33	32	42	31	32	37	29	31	36
I like school	58	62	55	53	62	47	58	62	36	56	62	47
I hate school	31	30	43	35	36	43	30	28	47	32	31	44
I find my teachers to be fun and exciting	41	52	48	33	54	36	36	46	26	37	51	38
I like most of my teachers	77	73	69	69	69	76	75	70	69	74	71	71
My classes are boring	49	52	58	58	52	53	57	48	55	55	51	56
I think school is fun	51	59	40	45	54	51	49	54	35	48	56	41
I don't like school work	51	35	54	59	31	52	58	38	72	56	35	58
I like my classes	60	57	50	52	55	64	56	58	28	56	57	47
I don't look forward to going to school	47	28	43	50	28	42	47	22	47	48	26	44
Factor: Interest in Learning												
I really don't care whether I learn anything or not	7	9	15	9	7	16	7	10	24	8	9	18
I do not like to stay out of school	53	56	47	45	55	40	46	56	36	48	56	42
I enjoy learning new things	90	92	79	89	94	78	91	95	87	90	94	81
I don't care if I learn anything, I just want to pass	15	15	36	19	18	29	17	14	46	17	16	37
When I graduate or leave this school I want to continue my education	85	87	73	80	89	64	84	84	73	83	87	71
I would like to quit school	17	19	29	18	14	28	14	13	24	16	15	27

Table 5
SOQ by Race and Junior High Grade (continued)

Factors and Items	Grade 7			Grade 8			Grade 9			Total		
	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind
Factor: Unfair Punishment												
I have often been punished here without cause	39	49	46	41	51	38	35	38	45	38	46	44
Sometimes I am blamed for someone else's activities	70	76	73	72	72	71	64	65	64	69	71	70
I have been punished in front of others in this school	44	36	51	50	37	43	48	30	42	47	34	46
I am only punished when I deserve it	57	55	60	50	48	67	54	54	45	54	52	57
The teachers here never yell at me	22	25	19	18	29	25	23	20	30	21	25	24
The teachers are always suspicious of me	34	47	50	38	44	47	30	41	40	34	44	46
Factor: Self-Concept as a Learner												
I am not very good in school work	31	31	46	31	29	50	29	28	58	30	29	51
I have the ability to learn most things	89	89	81	89	90	89	91	89	81	90	89	83
I see myself as a successful student	73	71	68	70	80	73	72	78	41	72	76	61
Learning things in school comes easy to me	57	55	41	54	57	42	55	59	39	55	57	41
There are a lot of things I don't understand no matter how hard I study	61	74	71	65	66	77	63	65	71	63	69	72
Factor: Friendly Atmosphere												
I have some good friends here in school	96	94	94	95	95	89	95	86	91	95	92	92
A lot of students here are stuck up	69	71	65	67	71	63	62	64	54	66	69	61
Students here are not willing to help me	28	31	34	28	27	40	22	31	28	26	30	34
People in this school try to make me feel important	31	41	42	29	36	32	29	36	35	30	38	37
Most students in this school are friendly	72	71	70	75	76	59	80	74	73	76	74	68
Factor: Involvement in Decision Making												
My teacher never asks me to help plan what our class does	56	49	48	56	50	41	57	47	64	56	49	51

Table 5
SOQ by Race and Junior High Grade (continued)

Factors and Items	Grade 7			Grade 8			Grade 9			Total		
	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind
I help to make decisions in my classes	47	50	33	44	53	47	43	51	28	45	51	35
Many times students are given a chance to decide what the class does	51	63	56	49	66	60	48	62	51	49	64	55
Sometimes I help decide what our class does	42	53	46	42	52	38	42	51	32	42	52	40
I am never involved in making decisions about my school or class	43	46	48	45	37	38	43	34	48	44	39	46
Factor: Class Discussions												
I enjoy being in class discussions	67	64	44	62	66	54	59	72	44	63	67	46
The lectures and class discussions by my teachers are clear and worthwhile	57	54	55	46	55	64	46	56	44	50	55	54
I don't understand my class discussions	20	31	35	21	20	29	22	18	25	21	24	31
I don't find class discussions fun or exciting	44	52	53	49	44	60	49	40	51	47	48	54
Factor: Positive Reinforcement												
I am praised when I do good work	55	67	67	48	67	67	49	57	49	51	64	62
I do a lot of good work that goes unnoticed	49	55	55	51	55	54	47	52	43	49	54	51
I am rarely told when I do good work	54	62	60	55	60	68	53	55	67	54	59	64
My teachers praise me when I complete my work	28	42	45	23	46	40	25	35	32	25	41	40
I am always told about my bad work and not my good work	~~57~~ 44	45	54	47	46	42	41	42	40	48	44	47
Factor: Curriculum Relevance												
School doesn't teach the more important things in life	41	53	36	50	55	56	49	50	62	47	51	49
This school teaches me the things I want to learn	51	48	40	40	45	47	40	41	33	44	45	40

Table 5
SOO by Race and Junior High Grade (continued)

Factors and Items	Grade 7			Grade 8			Grade 9			Total		
	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind
I think I am learning a lot of things that will help me earn a living when I get older	72	79	65	62	74	64	61	71	50	65	75	60
My school activities don't help me in anything that I do outside of school	31	44	50	36	43	37	34	36	66	34	41	52
Most school work will be useful to me when I get out of school	76	79	72	64	74	69	62	72	45	67	75	63
Factor: Fear of Asking Questions												
I am afraid that my teacher will call on me	28	26	27	29	29	34	30	20	38	29	25	32
I have a difficult time speaking up in front of the class	51	43	53	51	45	71	55	43	56	52	44	58
I am not afraid to ask for help when I need it	74	82	77	72	80	68	71	79	70	72	80	73
I am usually afraid to ask questions	27	31	42	28	22	36	30	20	37	28	24	39
I go to teachers for help when I need it	76	82	65	68	84	63	66	75	50	70	80	60
Factor: Perception of Progress in Learning												
I think I learned more this year than in previous years	71	62	69	58	63	57	61	66	47	63	64	59
I don't think I am learning much in school	22	32	38	29	28	36	30	31	59	27	30	44
I think I learned less this year than I did in previous years	23	34	35	21	31	23	29	31	43	24	32	34
I think I am learning a lot in school	71	70	61	58	66	57	59	65	39	63	67	53
Factor: Racial Items												
I would like to have more friends of other races	76	65	79	70	62	82	69	57	86	72	61	82
The presence of different races in the same school hinders learning	25	40	35	24	27	23	22	21	23	24	29	28

Table 5
SOQ by Race and Junior High Grade (continued)

Factors and Items	Grade 7			Grade 8			Grade 9			Total		
	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind
I have some friends of other races in this school	74	87	91	70	87	79	64	81	86	69	85	87
It is difficult to make friends with students of other races	33	29	29	37	28	32	37	30	28	36	29	29
I consider getting to know students of other races as part of my education	62	67	81	56	66	79	55	61	67	58	65	76
I wish there were more students of other races in this school	48	59	65	46	57	80	46	51	70	47	56	70
I am afraid of students of other races	21	9	13	19	6	16	16	7	11	19	7	13
I think it is a good idea to have students of different races go to the same school	65	78	80	64	80	77	67	77	89	65	78	82
Factor Y (Tentative)												
I think my teachers understand me	59	56	52	50	57	57	52	51	43	54	55	51
Most of my teachers seem to like me	73	73	69	73	75	76	78	75	62	75	74	69
Most of my teachers are excellent	58	52	46	46	47	46	46	46	38	50	48	44
I find my teachers to be fun and exciting	41	52	48	33	54	36	36	46	26	37	51	38
I am proud to be a student in this school	70	60	68	61	59	61	59	59	51	63	59	61
I can get help from most teachers	83	77	64	81	81	70	82	78	72	82	79	68
I like most of my teachers	77	73	69	69	69	76	75	70	69	74	71	71
Teachers in this school do a poor job	20	34	40	26	30	34	23	28	31	23	31	36
My teachers really know how to teach	62	55	52	51	53	59	53	58	38	55	55	50
Most of my teachers are not considerate of how students feel	49	57	63	53	49	54	47	49	78	50	52	65
If students don't learn here, it is not the fault of the teachers	65	67	69	59	58	65	59	63	59	61	63	65
Teachers at this school really seem to enjoy teaching	63	71	66	56	60	52	58	63	54	59	65	59

Table 5
SOQ by Race and Junior High Grade (continued)

Factors and Items	Grade 7			Grade 8			Grade 9			Total		
	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind
Factor X (Tentative)												
I am not encouraged to look at both sides of the question in this school	44	50	63	45	46	54	39	44	47	43	47	56
My teachers don't treat me like a human being	21	25	24	24	20	18	18	17	20	21	21	21
My teachers don't encourage me to try things on my own	31	37	44	34	31	44	30	29	44	32	32	44
This school does not give me a chance to develop my skills and talents	32	39	36	40	42	38	34	41	41	35	41	38
Nobody is really interested in my opinions about how this school should be run	53	51	56	56	51	52	52	48	53	54	50	54
Other Items												
People in this school don't appreciate my efforts	33	37	37	34	37	47	32	39	34	33	38	39
I am encouraged to say what I really think in our class discussion	57	61	55	58	64	44	57	67	44	57	64	49
This school provides help when I need it	66	61	50	57	58	55	55	52	60	59	57	54
I am encouraged to think for myself in this school	77	81	70	74	77	82	74	76	65	75	78	71
I think school is a pretty lonely place	27	33	34	29	33	41	26	33	42	27	33	38
This school is helpful for students who are not going to college	61	56	48	53	48	62	53	45	46	56	50	51
My teachers encourage me to act on things I believe in	48	50	52	44	55	50	47	50	30	46	52	45
I enjoy learning new things	90	92	79	89	94	78	91	95	87	90	94	81
In at least one class I really learned something this year	94	90	93	92	89	93	93	89	83	93	89	90
My teachers encourage me to stick up for my own beliefs even if they disagree with me	53	57	65	66	60	59	53	55	37	57	57	55

Table 6
SOQ Item Percentages by Race and Senior High Grade

Factors and Items	Grade 10			Grade 11			Grade 12			Total		
	Wht 2958	Blk 193	Ind 39	Wht 2604	Blk 151	Ind 35	Wht 2477	Blk 102	Ind 21	Wht 8039	Blk 446	Ind 95
Factor: Liking of School												
Schoolwork is interesting	48	56	44	46	53	52	45	52	55	46	54	49
I don't like my classes	29	33	40	31	29	40	31	38	25	30	33	37
I like school	61	58	44	59	52	66	58	61	81	59	57	60
I hate school	26	30	38	26	30	23	26	26	19	26	29	28
I find my teachers to be fun and exciting	33	38	53	31	44	49	33	35	40	32	39	49
I like most of my teachers	77	70	64	78	77	86	81	74	75	79	73	75
My classes are boring	58	60	51	61	52	58	62	58	50	60	57	53
I think school is fun	52	49	42	47	50	54	47	41	51	49	48	48
I don't like school work	59	49	45	61	47	57	62	42	59	61	47	53
I like my classes	59	56	52	58	53	59	58	56	76	58	55	60
I don't look forward to going to school	47	31	40	50	37	30	50	31	33	49	33	35
Factor: Interest in Learning												
I really don't care whether I learn anything or not	8	9	33	7	10	9	7	6	5	7	9	18
I do not like to stay out of school	49	56	42	52	52	64	43	51	70	48	54	56
I enjoy learning new things	93	95	79	95	96	91	96	96	100	95	96	88
I don't care if I learn anything, I just want to pass	17	20	34	16	15	26	17	15	5	17	17	25
When I graduate or leave this school I want to continue my education	70	78	51	73	73	60	78	84	85	73	78	62
I would like to quit school	16	16	24	14	18	14	12	11	10	14	16	17

Table 6
SOQ by Race and Senior High Grade (continued)

Factors and Items	Grade 10			Grade 11			Grade 12			Total		
	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind
Factor: Unfair Punishment												
I have often been punished here without cause	21	29	31	24	30	21	17	30	20	21	30	25
Sometimes I am blamed for someone else's activities	48	53	48	46	47	29	38	32	39	44	46	39
I have been punished in front of others in this school	30	17	18	31	28	23	30	17	20	30	21	20
I am only punished when I deserve it	64	53	64	66	57	77	67	54	68	66	55	70
The teachers here never yell at me	33	48	46	34	45	48	41	55	50	36	49	48
The teachers are always suspicious of me	26	36	27	23	29	20	19	30	14	23	32	22
Factor: Self-Concept as a Learner												
I am not very good in school work	28	31	46	27	25	28	23	24	20	26	27	34
I have the ability to learn most things	91	88	87	92	89	94	93	92	94	92	89	91
I see myself as a successful student	73	74	56	73	80	71	75	74	69	74	76	64
Learning things in school comes easy to me	56	57	41	56	58	74	64	61	61	58	58	58
There are a lot of things I don't understand no matter how hard I study	63	62	57	62	63	60	57	66	58	61	63	58
Factor: Friendly Atmosphere												
I have some good friends here in school	95	85	85	95	91	91	94	75	90	95	85	88
A lot of students here are stuck up	60	67	64	63	68	63	66	67	65	63	67	64
Students here are not willing to help me	20	29	18	21	25	11	22	40	20	21	30	16
People in this school try to make me feel important	27	28	23	21	29	34	20	23	47	23	27	32
Most students in this school are friendly	78	74	83	75	68	80	73	66	70	75	70	79
Factor: Involvement in Decision Making												
My teacher never asks me to help plan what our class does	60	58	46	60	48	46	57	38	44	59	50	46

Table 6
SOQ by Race and Senior High Grade (continued)

Factors and Items	Grade 10			Grade 11			Grade 12			Total		
	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind
I help to make decisions in my classes	41	44	29	40	50	43	43	45	51	41	46	39
Many times students are given a chance to decide what the class does	48	54	41	45	61	63	48	60	70	47	58	56
Sometimes I help decide what our class does	44	43	41	43	46	40	46	58	67	44	47	46
I am never involved in making decisions about my school or class	45	44	49	45	41	49	40	32	43	43	40	48
Factor: Class Discussions												
I enjoy being in class discussions	61	67	37	61	65	50	64	75	66	62	68	48
The lectures and class discussions by my teachers are clear and worthwhile	45	44	51	42	56	52	44	50	56	44	49	52
I don't understand my class discussions	18	21	26	19	19	26	16	17	33	18	19	28
I don't find class discussions fun or exciting	46	41	57	46	40	42	43	37	37	45	40	47
Factor: Positive Reinforcement												
I am praised when I do good work	47	54	50	48	51	72	48	56	76	48	53	64
I do a lot of good work that goes unnoticed	43	45	35	44	44	49	43	48	33	43	45	40
I am rarely told when I do good work	50	54	53	51	50	54	50	47	33	50	51	49
My teachers praise me when I complete my work	21	33	26	21	28	38	21	32	50	21	31	36
I am always told about my bad work and not my good work	36	45	34	34	34	16	28	38	24	33	40	25
Factor: Curriculum Relevance												
School doesn't teach the more important things in life	54	62	50	60	59	72	56	65	59	57	62	60
This school teaches me the things I want to learn	43	40	44	40	39	42	38	41	26	40	40	39

Table 6
SOQ by Race and Senior High Grade (continued)

Factors and Items	Grade 10			Grade 11			Grade 12			Total		
	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind
I think I am learning a lot of things that will help me earn a living when I get older	54	60	63	50	61	57	46	56	50	50	59	58
My school activities don't help me in anything that I do outside of school	36	37	46	38	44	46	36	37	51	37	39	47
Most school work will be useful to me when I get out of school	51	65	69	47	69	54	43	59	50	47	65	59
Factor: Fear of Asking Questions												
I am afraid that my teacher will call on me	30	28	31	28	21	34	25	22	25	28	24	31
I have a difficult time speaking up in front of the class	53	52	67	52	35	73	48	35	55	51	42	67
I am not afraid to ask for help when I need it	71	72	74	71	86	73	73	81	90	72	79	77
I am usually afraid to ask questions	30	28	30	29	19	37	28	21	40	29	23	35
I go to teachers for help when I need it	66	75	70	63	68	57	63	80	80	64	74	67
Factor: Perception of Progress in Learning												
I think I learned more this year than in previous years	53	44	46	48	51	54	43	53	55	48	48	51
I don't think I am learning much in school	32	40	41	39	39	38	44	36	40	38	39	40
I think I learned less this year than I did in previous years	33	43	30	36	40	37	44	44	61	37	42	39
I think I am learning a lot in school	48	58	54	48	48	28	45	44	55	47	51	45
Factor: Racial Items												
I would like to have more friends of other races	66	63	67	66	63	74	67	62	86	66	63	74
The presence of different races in the same school hinders learning	19	16	18	17	16	15	16	16	14	17	16	16

Table 6
SOQ by Race and Senior High Grade (continued)

Factors and Items	Grade 10			Grade 11			Grade 12			Total		
	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind
I have some friends of other races in this school	66	81	75	63	83	71	59	85	86	63	83	76
It is difficult to make friends with students of other races	39	27	16	40	20	26	41	21	30	40	23	23
I consider getting to know students of other races as part of my education	52	60	61	56	69	80	60	69	90	56	65	74
I wish there were more students of other races in this school	42	52	58	44	59	62	44	58	75	43	56	63
I am afraid of students of other races	13	11	5	12	5	6	11	3	10	12	7	6
I think it is a good idea to have students of different races go to the same school	69	83	89	71	86	79	74	87	95	71	85	87
Factor Y (Tentative)												
I think my teachers understand me	51	48	52	49	46	65	53	35	60	51	44	59
Most of my teachers seem to like me	84	81	75	85	84	91	88	77	85	86	81	83
Most of my teachers are excellent	45	38	54	38	36	74	40	39	50	41	38	60
I find my teachers to be fun and exciting	33	38	53	31	44	49	33	35	40	32	39	49
I am proud to be a student in this school	76	64	63	70	62	89	66	59	81	71	62	77
I can get help from most teachers	82	80	69	82	82	83	83	76	80	82	80	77
I like most of my teachers	77	70	64	78	77	86	81	74	75	79	73	75
Teachers in this school do a poor job	23	31	21	29	32	27	30	33	39	27	32	27
My teachers really know how to teach	49	44	56	46	41	51	46	43	31	47	43	49
Most of my teachers are not considerate of how students feel	44	54	41	45	50	49	39	44	39	43	50	44
If students don't learn here, it is not the fault of the teachers	54	54	66	50	54	52	47	45	50	51	52	57
Teachers at this school really seem to enjoy teaching	61	54	63	59	62	69	61	59	51	60	58	63

Table 6
SOQ by Race and Senior High Grade (continued)

Factors and Items	Grade 10			Grade 11			Grade 12			Total		
	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind	Wht	Blk	Ind
Factor X (Tentative)												
I am not encouraged to look at both sides of the question in this school	37	43	32	37	45	41	36	39	49	37	43	39
My teachers don't treat me like a human being	15	18	15	15	12	9	13	20	6	16	16	11
My teachers don't encourage me to try things on my own	32	30	24	33	29	26	32	30	10	32	30	22
This school does not give a chance to develop my skills and talents	34	41	38	39	38	69	27	43	35	33	40	49
Nobody is really interested in my opinions about how this school should be run	48	54	42	50	40	38	53	54	58	50	49	44
Other Items												
People in this school don't appreciate my efforts	33	37	38	35	34	17	36	39	25	35	36	27
I am encouraged to say what I really think in our class discussion	59	62	54	58	68	69	62	69	55	60	66	60
This school provides help when I need it	57	54	69	51	51	51	51	52	61	53	53	61
I am encouraged to think for myself in this school	74	84	77	70	81	74	67	79	70	71	82	74
I think school is a pretty lonely place	24	38	31	27	36	42	27	37	29	26	37	35
This school is helpful for students who are not going to college	64	58	59	63	55	71	59	57	54	62	57	62
My teachers encourage me to act on things I believe in	49	50	41	46	48	52	47	59	62	47	51	50
I enjoy learning new things	93	95	79	95	96	91	96	96	100	95	96	88
In at least one class I really learned something this year	93	89	89	92	91	89	92	86	90	92	89	89
My teachers encourage me to stick up for my own beliefs even if they disagree with me	53	50	56	52	54	66	56	60	60	54	54	61

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